DOCUMENT RESUME

ED 295 114 CG 020 855

AUTHOR Scher, Dena
TITLE Values of Students and Faculty at an Interracial College.
PUB DATE Aug 87
NOTE 12p.; Paper presented at Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Faculty; *College Freshmen; *College Seniors; Conformity; Higher Education; *Racial Differences; Religion; *Values

ABSTRACT

Values of college students have been investigated with respect to both the impact of the college experience and as part of general cultural and generational variations. This study sought to investigate college student values at both entry and exit from college and in comparison to faculty values. The Rokeach Value Survey was administered to seniors, newly admitted students, and faculty at Marygrove College, a small, urban, interracial college. Values rankings were compared to Rokeach's 1973 sample and within the study's sample. The Marygrove student samples seemed to show the value pattern of the nonaffluent, black American as described by Rokeach. Compared to faculty, entry level students tended to rank higher conformity values and religious values. Seniors were similarly more religious than faculty and, while also more conformist than faculty, they were less conformist than were the freshmen. All groups showed a high ranking of equality. Since the faculty was all white and both student groups were racially mixed, the results may suggest an interactive effect on values, such that concerns which are dominant for black students have influenced the value hierarchy of both white students and faculty. Issues of race, socioeconomic level, adult socialization, and college education must be considered. (Author/NB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED295114

# VALUES OF STUDENTS AND FACULTY AT AN INTERRACIAL COLLEGE

Dena Scher, Ph.D.
Marygrove College
Detroit, Michigan

CG 020855

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Dena Scher

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Presented at 95th Annual Convention of American Psychological Association, New York, 1987



BEST COPY AVAILABLE

ABSTRACT

VALUES OF STUDENTS AND FACULTY AT AN INTERRACIAL COLLEGE

Student values were investigated at entry and exit from college and in comparison with faculty values. The Rokeach Value Survey was administered to students and faculty at a small, urban, interracial college. Values rankings are compared to Rokeach's 1973 sample and within the study's sample. Issues of race, socioeconomic level, adult socializaion, and college education are considered.

# VALUES OF STUDENTS AND FACULTY AT AN INTERRACIAL COLLEGE

Values of college students have been investigated with respect to both the impact of the college experience and as part of general cultural and generational variations. The research of Feldman and Newcomb (1969) suggested that during the course of the four year college education, students became more liberal, more open to new experiences, less prejudiced, and less religious. More recent studies (Hoge, Luna, & Miller, 1981; McFalls, Jones, Gallagher, & Rivera, 1985) suggest a continuing trend toward personal freedom and tolerance of non-traditional life styles and increased commitment to religion. It is not clear that college students today are more conservative and materialistic than the previous generation as the current studies are contradictory (McFalls, et al, 1985; Frankland, Corbett, and Rudoni, 1980).

While the research of the 1960's concentrated on the college experience as significant in effecting value changes, more recent research views value change during the college years as a result of general adult socialization experiences (Hoge & Hoge, 1984; Feather, 1973) or broad population value shifts in America (Hoge, Luna, & Miller, 1981).

The present study seeks to investigate college student values at both entry and exit from college and in comparison to faculty values. The choice of the instrument for measuring values (Rokeach Values Survey) should allow a contrast with the previous generation of college students. Rokeach's conceptualization of values and the related instrument for

measuring personal and social values (Rokeach Value Survey) were developed in the early 1970's (Rokeach,1973). Previous work with this instrument allows comparisons based on many demographic variables including education and race. The present study examines values found in an urban, interracial college population, compares these values with the previous generation, and contrasts values among entry students, seniors, and faculty.

## SUBJECTS AND PROCEDURE

The Rokeach Value Scale (Rokeach, 1973) was administered to faculty members, seniors, and newly admitted to college students at Marygrove College. Marygrove College may be described as a small, racially-mixed, liberal arts college in Detroit, Michigan. The survey was administered to the faculty as a group during a regularly scheduled faculty meeting. Entry level students took the survey as a group during Fall Orientation, and seniors were administered the survey individually during activities in preparation for graduation. The Rokeach Value Scale consists of 18 instrumental values (beliefs concerning modes of conduct) and 18 terminal values (beliefs concerning desirable end-states) which are listed alphabetically. The subject is asked to rank each set of values in order of personal importance.

## RESULTS

### Comparisons with Rokeach, 1973 sample:

In comparing the Marygrove sample as a whole (N=142) to Rokeach's college educated sample (Rokeach, 1973, pp. 64-65), the following was noted. In 1973, the two highest composite rank orders for terminal values were family security and world at

peace; whereas, the highest ranked terminal values for the Marygrove, 1983 sample were self-respect and equality. An examination of Rokeach's sample of Black Americans without regard for educational level (p. 67) indicates world at peace and equality as highest ranked values. Thus, the Marygrove, 1983 sample shows some of the same concerns as Black Americans of 1973. This high ranking of equality was found with all three Marygrove samples, even though the faculty is predominantly white.

In 1973, highest ranked instrumental values were honest and responsible, and the same result was found in the Marygrove, 1983 sample. For lowest ranked values, the 1973 and 1983 samples were similar with pleasure and social recognition (terminal values) and obedient (instrumental value) being ranked lowest.

Comparisons within the Marygrove sample:

For several values faculty and seniors were quite similar but differed significantly from new students. A comfortable life, family security, clean, and obedient were ranked higher by newly admitted freshman than by faculty and seniors. In the other direction, faculty and seniors ranked a world of beauty and mature love higher than did freshman.

Imaginative had a significantly higher ranking by faculty as compared to freshman and senior rankings. National security, salvation, ambitious, and polite were more highly ranked by the two student groups than by faculty.

[1] Median tests were used to evaluate the statistical significance of the findings. All reported comparisons were significant at $p<.05$.

## DISCUSSION

A decade ago Rokeach (Rokeach & Parker, 1970; Rokeach, 1973) discussed the effects of social status and race on values. In particular, Rokeach's findings supported the position that value differences could be found between lower and higher socioeconomic status, but that with few exceptions assumed cultural differences between black and white ethnic groups could not account for value differences. Some of the differences which Rokeach found with regard to socioeconomic status were that persons of lower socioeconomic status were more religious and more conformist than persons of higher status. When black and white Americans were matched for income and education, the same value differences among rich and poor were found. With status held constant, one major difference appears among racial groups. The value, equality, is ranked higher by black Americans than by white Americans. When poor blacks are compared with poor whites value differences are minimal, with the exception of equality.

The Marygrove student samples seems to show the value pattern of the nonaffluent, black American as described by Rokeach. As compared to faculty, entry level students tended to rank higher conformity values (e.g. a comfortable life, clean, obedient, polite) and religious values (e.g. salvation). Seniors were similarly more religious and while more conformist than faculty, they were less conformist than the freshman group. All three groups show a high ranking of equality. Rokeach did not find differences in equality with variations in status based on income or education. Since the faculty is predominantly white

and both student groups are interracial, it may suggest an interactive effect on values, such that concerns which are dominant for black students have influenced the value hierarchy of both white students and faculty. The faculty's ranking of equality as the second highest terminal values contrasts sharply with Rokeach's graduate school sample's middle range ranking of equality. This pattern of results suggests that it is important to view college student values in the general context of the appropriate population group with attention paid to factors such as race and income.

As cited previously, recent studies suggest that today's college students are more tolerant of the personal freedoms of others and do value religion. Similarly, the students of the Marygrove College sample become less conformist from freshman to senior years and maintain a commitment to religion. The trend toward less conformity in seniors may suggest the impact of general adult socialization with more self-initiation and increasing responsibility. Yet, the college experience shoud not be neglected as one aspect of adult socialization. Rokeach & Parker (1970) indicated values that distinguish low and high socioeconomic groups (as defined by income and education) were comfortable life, clean, sense of accomplishment, and logical. Marygrove seniors clearly change in values of comfortable life and clean and in nonsignificant but predicted direction for sense of accomplishment and logical. Since seniors are not likely to have become richer during their college years, these specific values changes are suggestive of the impact of education along with general cultural experiences.

TABLE 1
SEX, AGE, AND RACIAL COMPOSITIONS
OF FITIACS, SENIORS, AND FACULTY

| | FITIACS N=76 | SENIORS N=27 | FACULTY N=39 |
|---|---|---|---|
| MALES | 15 | 4 | 12 |
| FEMALES | 61 | 23 | 27 |
| WHITE | 19 | 17 | 37 |
| BLACK | 50 | 9 | 1 |
| OTHER | 5 | 1 | 1 |
| NO ANSWER | 2 | 0 | 0 |
| 17-19 YRS. | 54 | 0 | 0 |
| 20-23 YRS. | 3 | 18 | 0 |
| 24-27 YRS. | 4 | 4 | 0 |
| 28-31 YRS. | 3 | 1 | 1 |
| 32-35 YRS. | 5 | 0 | 9 |
| 36-39 YRS. | 1 | 2 | 10 |
| 40- YRS. | 5 | 2 | 17 |

TABLE 2
TERMINAL VALUE MEDIANS AND MEDIAN TEST RESULTS
FOR MARYGROVE COLLEGE GROUPS

| VALUE | FITIAC Mdn.= | SENIOR Mdn.= | FACULTY Mdn.= | MEDIAN TEST CHI SQ. | P= |
|---|---|---|---|---|---|
| A comfortable life | 9 | 13 | 14 | 16.10 | .0003 |
| An exciting life | 14 | 12 | 11 | 1.26 | n.s. |
| A sense of accomplishment | 9 | 8 | 7 | .32 | n.s. |
| A world at peace | 7 | 8 | 4 | 4.31 | n.s. |
| A world of beauty | 13 | 10 | 11 | 9.86 | .0072 |
| Equality | 7 | 7 | 6 | .84 | n.s. |
| Family security | 6 | 9 | 9 | 5.88 | .0588 |
| Freedom | 5 | 9 | 5 | .70 | n.s. |
| Happiness | 6 | 8 | 9 | 2.79 | n.s. |
| Inner Harmony | 9 | 7 | 8 | 4.96 | n.s. |
| Mature Love | 11 | 6 | 7 | 16.38 | .0003 |
| National Security | 12 | 12 | 15 | 7.90 | .0192 |
| Pleasure | 14 | 13 | 14 | .44 | n.s. |
| Salvation | 8 | 5 | 13 | 7.80 | .0202 |
| Self-respect | 6 | 5 | 7 | 1.03 | n.s. |
| Social recognition | 13 | 14 | 13 | 1.98 | n.s. |
| True friendship | 10 | 8 | 8 | .92 | n.s. |
| Wisdom | 6 | 8 | 7 | 2.25 | n.s. |

TABLE 3
INSTRUMENTAL VALUE MEDIANS AND MEDIAN TEST RESULTS
FOR MARYGROVE COLLEGE GROUPS

| VALUE | FITIAC Mdn.= | SENIOR Mdn.= | FACULTY Mdn.= | MEDIAN TEST CHI SQ | P= |
|---|---|---|---|---|---|
| Ambitious | 7 | 9 | 12 | 15.69 | .0004 |
| Broadminded | 8 | 7 | 8 | .28 | n.s. |
| Capable | 10 | 9 | 6 | 5.45 | n.s. |
| Cheerful | 10 | 11 | 12 | 4.30 | n.s. |
| Clean | 8 | 13 | 16 | 14.30 | .0010 |
| Courageous | 11 | 10 | 10 | .19 | n.s. |
| Forgiving | 9 | 10 | 10 | 1.67 | n.s. |
| Helpful | 9 | 7 | 8 | 1.81 | n.s. |
| Honest | 4 | 6 | 3 | 2.54 | n.s. |
| Imaginative | 14 | 13 | 8 | 16.65 | .0010 |
| Independent | 9 | 6 | 8 | 2.47 | n.s. |
| Intellectual | 9 | 8 | 8 | .94 | n.s. |
| Logical | 13 | 10 | 10 | 2.94 | n.s. |
| Loving | 7 | 7 | 6 | .26 | n.s. |
| Obedient | 13 | 15 | 16 | 18.33 | .0010 |
| Polite | 9 | 7 | 13 | 13.87 | .0010 |
| Responsible | 6 | 7 | 5 | 2.74 | n.s. |
| Self-controlled | 8 | 11 | 10 | 2.03 | n.s. |

REFERENCES

Feldman, K.A. & Newcomb, T.M. The impact of college on students (Vols. 1 and 2). San Francisco: Jossey-Bass, 1969.

Feather, N.T. Value change among university students. Australian Journal of Psychology, 1973, 25, 57-70.

Frankland, E.G., Corbett, M., & Rudoni, D. Value priorities of college students. Youth & Society, 1980, 11, 267-293.

Hoge, D.R. & Hoge, J. Period effects and specific age effects influencing values of alumni in the decade after college. Social Forces, 1984, 62, 941-962.

Hoge, D.R., Luna, C.L., & Miller, D.K. Trends in college students' values between 1952 and 1979: A return of the fifties? Sociology of Education, 1981, 54, 263-274.

McFalls, Jr., J.A., Jones, B.J., Gallagher III, B.J., & Rivera, J. Political orientation and occupational values of college youth, 1969 and 1981: A shift toward uniformity. Adolescence, 1985, XX(79), 697-712.

Rokeach, M. The nature of human values. New York: Free Press, 1973.

Rokeach, M. & Parker, S. Values as social indicators of poverty and race relations in America. Annals of the American Academy of Political and Social Science, 1970, 388, 97-111.